Sara Merica, Jeanne Vitus,

Janelle Smith, Angelina Tejada-Ingram,

Katie Sutter, Kayla Bortolazzo,

and Mac Stebbins

Inclusion Strategies- Ch. 13 Outline/Highlights

**Chapter 13: Literacy**

The Inclusive Classroom by Margo A. Mastropieri & Thomas E. Scruggs

Sara Merica

1. **Sequence of levels of reading development**
2. Prereading skills (sound segmentation and continuing through expert reading)
3. Decoding skills (grades 1-2)
4. Fluency and automaticity (grades 2-3)
5. Uses of reading for learning (grades 4-8)
6. Appreciation of multiple viewpoints and levels of comprehension (grades 9-12)
7. Construction and reconstruction of reading at one’s own purposes (college and beyond)
8. **Students with disabilities or other special needs may struggle at any or all of the above levels of learning to read.**
9. Students with dyslexia
10. General development or language delays or physical disabilities
11. Students with hearing impairments
12. Students with visual impairments
13. Students with emotional or behavioral disorders
14. **Strategies for Implementing approaches to reading**
15. **Implement and Adapt Basal Textbook Approaches**
16. Basal textbook- a different text assigned for each grade level from kindergarten through middle school
17. Meets certain grade level criteria
18. Includes workbooks and worksheets
19. Practice comprehension and specific skills
20. If a student has reading difficulties, determine whether your basal series offers a clear sequence of sills and sufficient review of these skills
21. **Implement and Adapt Whole-Language Approaches**
22. Whole-language- emphasizes meaning and integrates all literacy tasks within reading instruction
23. Literature-rich environments promotes literacy
24. Authentic literature
25. Journals are maintained that document individual progress and comprehension
26. Phonemic awareness- many students with special needs require explicit training in phonological awareness
27. **Implement and Adapt Direct Instruction and Code-Emphasis Approaches**
28. Code-emphasis approach- Students with serious reading difficulties benefit greatly from this approach.
29. Sound-symbol relationships among letters
30. Sufficient practice decoding specific word patterns
31. Word lists, sentences, paragraphs, short stories and workbook activities
32. **Make Adaptations to Promote Access to Text**
33. Positioned properly
34. Chair and table are at the right height
35. Provide color contrasts
36. Provide rubber finger tabs
37. Provide a page turner if necessary
38. Length of reading session adjusted as necessary
39. Modification of printed material with Braille or large print, magnifying devises
40. Audiotape formats, tape-recorded text, variable-speed cassette and speech compressors, and listening centers
41. Hypertext to provide sign versions of printed text

Jeanne Vitus

1. **Strategies for Promoting Word Identification**
2. Provide phonemic awareness training- learn that words are composed of individual sounds that can be combined and separated to create new words
3. Provide phonics instruction-use familiar words before new words are introduced
4. Teach structural analysis as students acquire phonics skills- structural analysis is the ability to examine the structures of words and break them into pronounceable syllables
5. DISSECT strategy- Discover the context of the word; Isolate the word’s prefix; Separate the word’s suffix: Say the word’s stem: Examine the word’s stem using rules 3s and 2s and segment into pronounceable parts-3s rule- underline 3 letters if stem begins with a consonant and 2s rule- underline 2 letters if stem begins with vowel. Repeat for all letters in stem. Check with another person and try finding the word in the dictionary.
6. Use strategies for promoting basic sight vocabulary- irregular words that cannot be easily decoded using phonic skills (the, a, is, to, and one). Use flashcards, checklists or large charts of “sight words” to help students learn.
7. **Strategies for Promoting Reading Fluency**
8. Use repeated readings to increase familiarity and fluency
9. Use curriculum-based measurement- time students’ oral readings and chart
10. Use class wide peer tutoring - pairs of students take turns reading to each other can help develop fluency over time as well as sustained or repeated readings, 1- or 2-minute timings, extra practice with difficult parts, and curriculum-based measurements
11. Use software programs -computer software can help promote reading fluency and promote reading comprehension using game like formats. This can be a fun way to practice reading, decoding, and fluency-building activities.

Janelle Smith

1. **Strategies for Teaching Reading Comprehension**
2. **Use Basic Skills and Reinforce Strategies**
   1. Reinforcement- providing rewards or positive comments to students to encourage or motivate them
   2. Vocabulary instruction- providing students with practice learning specific vocabulary words that will be entered in the reading
   3. Corrective feedback- providing students with immediate feedback hen oral reading errors are committed
   4. Repeated reading- may help comprehension when used sparingly, so as not to cause the students to become bored and unmotivated
   5. Direct instruction- use of published curriculum materials for instructing individuals
3. **Create Text Enhancements**
4. Text enhancements- illustrations, maps, diagrams, visual spatial displays, semantic feature analysis charts, mnemonic pictures, and other adjunct aids
5. Imagery- the process of visualizing content from reading, used when illustrations are not available
6. Adjunct aids- study guides, outlines, guided notes, partial outlines, highlighting and underlining
7. **Teach Specific Questioning Strategies**
8. Activate prior knowledge- TELLS fact or fiction
9. Look at this before reading a story. Studying story **T**iles, **E**xamining pages for clue words, **L**ooking for important words, **L**ooking for hard words, Describing the **S**etting of the story
10. Answering whether the story was **Fact** or **Fiction**
11. Brainstorming- K-W-L chart (to be used before reading- What you **K**now, what you **W**ant to know, what you **L**earned)
12. Promotes self-generated questions
13. Metacognitive training-training students to be aware of their own cognitive processes and how they can be enhanced
14. **Summarize and Paraphrase**
15. RAP strategy- **R**ead a paragraph, **A**sk yourself what the paragraph was about, **P**ut the main idea and two details in your own words
16. Story maps- Demonstrate to students that most stories follow a particular pattern
17. Reciprocal Teaching- A reading strategy that contains four comprehension- fostering strategies: 1) summarizing, 2) prediction, 3) questioning, and 4) clarifying

Angelina Tejada-Ingram

1. **Adapt the Format of Instructional in Order to Support Reading Comprehension**
   1. Highlighting text
   2. Altering font, spacing, and colors of text
   3. Magnifying text
   4. Tape-recording text
   5. Using language masters for practice with difficult words
   6. Using talking computerized programs
   7. Rewriting text supplements using more familiar vocabulary
   8. Rewriting text supplements at a lower reading level
   9. Supplement with high-interest, low-vocabulary texts
2. **Adapt Instruction for Secondary Students**
   * + 1. **Many students with special needs advance to secondary grade levels without completely mastering important reading skills. Secondary-level teachers can promote reading skill development in their classrooms by:**
   1. Working with the special education teacher and emphasizing newly learned skills in the general education classroom context
   2. Teaching and promoting use of word-recognition strategies to assist with independent reading skills, text comprehension, and understanding the text structure
   3. Providing opportunities to practice reading skills in content-area instruction through class-wide peer tutoring interventions
   4. Asking students restatement or summarization questions about a text such as, “What is the first thing you learned?”
3. **Use technology to support secondary reading**
4. **High Tech Supports**
   1. A portable talking word processor called *Write Outloud*
   2. A website that will scan textbooks into applications called *Book Share*
   3. A word feature that creates a condensed version of the text called *Auto Summarize*
   4. A pen that scans sentences into word-recognition software called *Scan Pen*
5. **Low-Tech Supports**
   * + 1. Sticky notes to post summaries over longer texts
       2. Erasable highlighters to highlight sentences as they are read and understood
       3. Tape for categorizing and reviewing key vocabulary words
       4. Dry-erase boards and pens to summarize and outline key points of a text

Katie Sutter

1. **Implementing Multi-tiered Reading Instruction**
   * + 1. **Strategies for Implementing Primary (Tier 1) Interventions**
   1. Implemented once child shows signs of having trouble with reading acquisition
   2. The 1st tier in reading instruction through the RTI focuses on specific reading skills and sub skills
   3. Further practice with reading/writing fluency and reading vocabulary
      * 1. **Strategies for Implementing Secondary (Tier 2) Interventions**
2. Focuses on those students who did not respond well enough to the first tier of the program
3. Implemented in order to help those students in need to catch up to their peers in the general education classroom
4. Students are instructed in small groups and focus on basic skills such as phonics, spelling, writing, and reading fluency
5. Students are allotted a certain amount of time in order to “catch up” with their general education peers
6. If, after the directed period of time, the student is still in need of extra help, the data collected from aspects of the second tier will be provided for the IDEA process
   * + 1. **Strategies for Implementing Tertiary (Tier 3) Interventions**
7. Most intense measure before implementing an IDEA
8. Special educators may be called upon for further assistance in the classroom
9. Student’s progress will be monitored and annual goals made

Kayla Bortolazzo

1. **Strategies for Improving Handwriting**
   * 1. **Incorporate Self-Regulation and Self-Instruction Strategies**
        1. Model all steps of the procedures and provide practice opportunities for students who have difficulty in handwriting
        2. Self-Instruction- defining tasks to be undertaken (“I go down and then up the same way..”)
        3. Self-Evaluating/Correcting- “Did I write the b correctly?”
     2. **Make Technological Adaptations**
        1. Computers and typewriters
        2. Advantages- neatness, ease, increased fluency, availability of spelling and grammar checks, and motivation
2. **Strategies for Teaching Spelling**
   * 1. **Can be a very difficult task for students with reading and writing disabilities, but there are many strategies that a teacher can employ in order to help students who struggle in this area**
        1. Test kids on fewer words, so they have more time to study each word in the spelling test
        2. Shortening the list will not help if the words are beyond the current abilities of the student
        3. Select words from reading and writing activities
        4. Provide distributed practice sessions
        5. Use peer tutoring
        6. Modify instruction based upon analysis of spelling errors
        7. Teach mnemonic strategies for spellings
        8. Teach self-instructional and self-monitoring strategies, teach the cover-copy compare strategy
        9. Use specialized software and curriculum materials
        10. Adapt spelling objectives
     2. **Modify Instruction Based Upon analysis of Spelling Errors**
        1. It is important to understand why students make spelling mistakes before you can teach them effective strategies to overcome their mistakes.
        2. Lack of knowledge of spelling rules, teach these rules
        3. Errors in parts of words that are not governed by conventional rules, teach mnemonic strategies

Mac Stebbins

1. **Strategies for Teaching Written Communication**
2. **Be aware that writing is a level of communication that takes a higher brain function than speaking. Students with special needs often need continuous support with writing strategies**
3. Have students write daily
4. Have students choose their own topics
5. Have students revise their own topics
6. Have students work in peer groups for further evaluation
7. **Promote Thinking about Writing**
8. Teach vocabulary in groups (nouns for part of the lesson, another part for adjectives, etc.)
9. Use pictures. Have students describe and analyze what’s happening in the pictures
10. Think of words that are relevant to students’ ages and backgrounds and post them around the room
11. **Teach to Plan**
12. Be sure the students understand the purpose of any given writing assignment
13. Students should develop a plan that shows: 1) careful thinking about the purpose, 2) careful thinking about the topic, 3) how it will be developed, 4) what information will be used, and 5) how the written product will be structured
14. Break writing assignments into manageable pieces and steps, especially with research writing, which can be very intimidating- different steps: 1) What is it I have to do? 2) What is my first step? 3) What is my plan?
15. **Composition Strategies- ways to break projects into steps and pieces**
    1. Teach the ‘W’s (and the two ‘H’s): who, when, where, what happens, what do the characters do, how do the characters feel, and how does the story end
    2. Space- **S**etting, **P**urpose, **A**ction, **C**onclusion, **E**motions
    3. Think STOP and DARE. STOP: **S**uspend judgment, **T**ake a side or position, **O**rganize ideas, **P**lan ad you write. DARE: **D**evelop your topic sentence, **A**dd supporting ideas, **R**eject opposing arguments, **E**nd with a conclusion
16. **Promote Higher Level Thinking- Self-Regulated Strategy Development (SRSD)**
    1. Develop background knowledge, discuss it, model it
    2. Use “think-aloud”s
    3. Define problems and plan what steps to take
    4. Choose strategies
    5. Self-evaluate
    6. Correct errors and self-reinforce
    7. Memorize it
    8. Support it
17. **Research: Reports (teach the process in strategic steps)**
    1. Brainstorm
    2. Select a topic
    3. Find relevant sources
    4. Reading/note-taking
    5. Outline and organization
    6. Add details to outline
    7. Rough draft
    8. Proofread and correct
    9. Polish for final version
18. **Use technology to help the writing process**
19. Keyboarding
20. Voice recognition
21. Word prediction
22. **Adapt Instruction to Overcome Mechanical Obstacles to Writing**
23. Allow dictation instead of writing
24. Teach students to ask for help
25. Encourage invented spelling, peer collaboration, and self-checking
26. Specialized curriculum materials (software programs, etc.) are available to teachers (Please see p. 327 of The Inclusive Classroom textbook for resources)

**Resource**

Mastropieri, M.A., Scruggs, T.E. (2010). The inclusive classroom; strategies for effective differentiated instruction. Upper Saddle River, New Jersey; Merrill.